

# The Church School Teacher

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# THE CHURCH SCHOOL TEACHER

VOL. XXVII No. 6  
JUNE 1958

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# The Church School Teacher

Vol. XXVII

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## *Just a Few Words*

by the EDITOR

THIS closely stacked issue is the quarterly "Helps" edition or, as someone has nicknamed it, "the bread and butter" edition. The TTT meeting format recommended on page two is catching on in the Church. Many readers are telling us that it is revitalizing their meetings and their teachers. Pastors report that the Bible outlines are "just the thing." If you have not swung to the TTT meeting we urge you to start swinging.

### **Religious Drama Workshop**

Drama, which had its beginnings in the church, is coming back to the church. So much interest has been shown that the Division of Christian Education of our National Council now sponsors an annual workshop. This summer the workshop will be held July 26-August 2 at Lake Forest College, Lake Forest, Illinois. (Thirty miles north or \$1.55 round trip from Chicago!)

Here are some of the vital statistics: The workshop is designed for

adults . . . delegates must be eighteen or over . . . the program is planned to meet the needs of the local church . . . the workshop will *not* have facilities for children so parents should not bring their children . . . the total fee for the workshop is \$62.00 which includes room and board, two in a room . . . to register send an advance fee of \$20.00 to Helen Spaulding, 297 Fourth Ave., New York 10, N. Y. . . . give her your name, age, address, church affiliation and position in church.

### **The Nuclear Tests**

Church school teachers have responded favorably to my April editorial. And everywhere throughout America and the world there is a steadily gathering mass of opposition to the nuclear tests. This, despite the energetic campaign of the nuclear governments to lull the people. CST readers, let your judgments be known. Write the persons suggested in the April issue, page five.

# Suggestions for Your Next Three Staff Meetings

## ► For Your June Meeting

The purpose of the June meeting should be to study and make detailed plans for the July Sunday school sessions. The following is a suggested plan:

*Opening Worship*—five to ten minutes.

*Bible Study*—thirty minutes. The theme is "Worship" with this outline:

### I. The Sacramental Phase God Comes to Us

#### A. In Nature

Psalm 19:1-3

#### B. In His Word

Matthew 4:4; Romans 15:4; 2 Timothy 3:16

#### C. Through the Holy Spirit

Job 32:8; Romans 8:14, 16; John 14:26; Acts 1:8, 2:1-4

#### D. Through the Sacraments

Matthew 28:19; Mark 16:16; Luke 22:1, 8, 13-20; 1 Corinthians 12:23-29

### II. The Sacrificial Phase We Can Offer God

#### A. Prayer, Praise, Hymns

John 17; Acts 6:4; Colossians 3:16; Psalms 67:3; 109:30

#### B. Money

Mark 12:41-44; 1 Corinthians 16:2

#### C. Time, Talent, Works

Matthew 5:15-16; 25:35-36, 40; Luke 10:38-42; Romans 12:6-8; 2 Corinthians 8:5; 2 Timothy 2:15; Proverbs 20:11; Exodus 2:1-10

*Practical Information Period*—thirty minutes.

The discussion during this period might revolve around the topic, "My Task," with the following possible resources: Chapter II and pages 51-55 of *Teaching for Results* by Edge; pages 79-84 from *God's Master Builders* by Nolde and Hoh, chapters 1 and 4 from *Ways of Teaching* by Andersen, and "The Great Adventure" from the LEAV Kit.



*Department Study and Planning Period*—at least sixty minutes.

For this period the teachers of each department should meet separately. Each teacher will need the summer quarter lesson material and this issue of *THE CHURCH SCHOOL TEACHER*. (See the "Helps" articles for the departments.)

The teachers under the direction of the departmental leaders should study and make plans for teaching the next month's work. The study may consist of the following:

1. A discussion of the unit as a whole.

a. Biblical bases and aims.

b. Activities and materials needed.

c. Plans for worship.

2. Detailed plans for each lesson in the month.

3. Preparation of materials needed.

► **For Your July Meeting**

The purpose of the meeting in July would be to make plans for the August Sunday school sessions.

*Opening Worship*—five to ten minutes.

*Bible Study*—thirty minutes. The theme is "The Work of the Church."

I. Education

Mark 10:13-16; Luke

2:42-52; Philippians 4:8;

1 Timothy 4:6-16; 2

Timothy 2:1, 2, 15, 24-26

II. Evangelism

2 Kings 5:1-4; Matthew

4:4; 20:28; 28:19-20;

5:14-16; Luke 10:1-2;

19:1-10; John 3:16;

8:31-32; 10:14-18; 27-28;

Acts 6:1-7; 16:9-15

III. Works of Mercy

2 Kings 4:8-11; Matthew

20:28; 25:31-46; 25:40;

Mark 9:14-29; 1 Peter

5:7

*Practical Information Period*—thirty minutes.

The topic, "My Staff Meetings," could be discussed at this time with particular emphasis placed on the more profitable use of the time available for the regular teachers' meetings. Chapter 14 of *Teaching for Results* by Edge and pages 36-38 of the *Sunday School Administration Manual* would be helpful. Use should also be made of the TTT outlines of "The Departmental Planning Session."

*Department Study and Planning Period*—at least sixty minutes.

Study and plan for the next month's work. See suggested outline for the June meeting. Refer to "Helps" articles in this issue of *THE CHURCH SCHOOL TEACHER*.

## ► For Your August Meeting

The purpose of this meeting would be to make plans for the September Sunday school sessions.

*Opening Worship*—five to ten minutes.

*Bible Study*—thirty minutes. The theme is "The Church in Action."

## I. The Church Prays

## A. A Prayer of Dedication

1 Kings 8:54-61

## B. A Model Prayer

Matthew 6:9-13; Luke 11:1-4

## II. The Church Shares Its Message

## A. The Reason

Isaiah 52:1-10; Matthew 9:37-38; Acts 17:26-28; Romans 12:4-5; Ephesians 4:4-6; Romans 10:14-15; 1 Corinthians 3:9

## B. The Place

## 1. At Home (Home Missions)

Luke 9:1-6

## 2. In the World (World Missions)

Psalms 43:3; Matthew 28:19-20; Acts 10:1-48; 16:9-10

## 3. In Inner Missions

Isaiah 61:1-2; Matthew 25:35-36, 40

## C. The Result

Psalms 67; 92:1-2; 139:23-24; Proverbs

17:17a; Matthew 7:12; Luke 10:25-27; John 8:32; 15:12; Ephesians 4:32; 1 John 3:18

*Practical Information Period*—thirty minutes.

It would be well during this last practical information period of the current year to use the topic, "My Next Year's Curriculum," for discussion. This time could be spent in reviewing the basic principles and the desired outcomes of the curriculum as a whole as well as in previewing the content of next year's courses. The Christian Growth Series Prospectus and the brochure entitled "Christian Growth Series at a Glance," both available from Augustana Book Concern, will be helpful in this discussion. Page 49 of the Sunday School Administration Manual outlines the merits of a group-graded series of lessons.

*Department Study and Planning Period*—at least sixty minutes.

Study and plan for the next month's work. Refer to the outline for the June meeting and the "Helps" articles in this issue of THE CHURCH SCHOOL TEACHER.

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All texts mentioned are available through Augustana Book Concern, Rock Island, Illinois. Filmstrips may be ordered through the Augustana Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota.



# Helps for Teachers of Kindergarten

by ELAINE S. OLSON

*Based on Christian Growth Series  
Kindergarten I, Summer Quarter*

TO ASSURE continuity in leading the children from Sunday to Sunday of the summer quarter it is important that all of the teachers get together for a planning session. In preparation for this meeting the leader should check on activity materials which are available at the church. Among the books in the church library there must be some which contain prayers for kindergarten people. Is there a model Palestine house that has been constructed in another department which may be borrowed? Probably it has served its purpose there. Where is the scroll model which the children may roll as they wish while they examine it? There is a series of "Around the World" pictures which will be helpful. If they are not in the Sunday school picture file it may be that a mission leader keeps these pictures in another file. If they are owned by a church organization they should be in a cen-

tral file so that they are available to all departments! Particular sets which will be useful with these lessons are:

"Babies Around the World"

"Children and Their Homes  
Around the World"

"Children and Their Pets  
Around the World"

"Children at Worship  
Around the World"

To refer again to the picture file, are there magazine pictures filed by simple classifications? These may or may not be mounted. If the supply is low this is a good time to get a group of ladies to replenish it, and at the same time provide pictures for this quarter's projects. As you look through old magazines tear out any appealing colored pictures. File them by simple classifications, such as: children, children with animals, church, families, flowers, health, prayer and similar groupings.

The planning session should include a strong reminder that the teacher should arrive early for class. On pleasant summer mornings it takes little time to cover the distance from home to church so children may come earlier than usual. The friendly get-acquainted moments can mean much in the relationship of the teacher with the class. This is especially true if several teachers are alternating in summer duties. The extra time that is available with the children can be used in helping to solve little problems which the boys and girls have freedom to express. Conversation during this time can accomplish a great deal in review and in arousing interest in the day's activities.

### **Summer Opportunities**

Detailed helps are given in the Teacher's Guide for each lesson. These should be reviewed by the group and plans made for the necessary adaptation to the local situation. This review should be carefully done bearing in mind the children in the class and what helps individual teachers will need in carrying out the plans.

Based on previous experience does it seem certain that during the summer quarter attendance will dwindle? It may be possible to carry on creative activities which limited facilities make nearly im-

possible during the balance of the year. Also, weather conditions permitting, summertime classes may be held out-of-doors. Would it seem that smaller attendance would demand less preparation on the part of the teachers? It is just as important to maintain interest with a small group as with a larger one. This requires that the teacher be sure of what she wants to accomplish and how she plans to do it.

### **Plan for Irregulars, Too**

Unit projects will help to give a sense of continuity for the child who is irregular in attendance. A frieze created on a long piece of wrapping paper or shelf paper may be used to correlate the lessons of Unit A. Clear a wall in the classroom to make a place for this project. No walls? Use the full length of the back of a pew! As part of the summary for each session help the children to choose pictures from what you provide. Ask them to tell why this picture is part of the frieze. The picture file should yield illustrations for each lesson. From the folder labeled "Family" get pictures representing obedience at home; from "Children" find some tying shoe laces or reaching to put something away; use some from "Children with Animals" that show children caring for pets. For lesson four on



helping with the baby pictures may come from the children or family classification. Much of the value of a frieze project exists in the use which is made of it while it is being produced. It will be helpful during pre-session as well as in the lesson period. Children who have been present regularly may take other children on a "show and tell" tour along the frieze. This will benefit the child who is giving the review as well as the children who hear it. Also, the teacher may overhear misinterpretations which can be cleared up for the entire group.

### Vacation Wonders

Have mounted copies of outdoor scenes spread out on a shelf or table. When a child has returned from a trip he may choose a picture which represents the type of place which his family visited. He may place the picture on the bulletin board and share with the class a short account of his experiences. The teacher can turn these accounts to wonders at the marvels of nature, or joy that God has provided families where children grow up and share activities. If possible point out how this particular child helped to care for himself during the vacation and so made it more enjoyable for the entire family.

Try to make use of opportuni-

ties to give importance to the activities of those children who do not travel. With session four children who have a baby brother or sister can tell about incidents in their family life. After lesson seven there can be an emphasis on the children whose families have entertained guests during the summer. Recalling Bible passages and applying the meaning to a later lesson is good teaching. See the suggestions in your Teacher's Guide, page 32.

### Dramatization

Kindergarten age people learn by doing. Many traits are learned by imitating the adults whom they observe. They watch the teacher actually sharing in a class session—sharing her knowledge and love of Christ as her Savior, and sharing the equipment and supplies which the class uses. Just teaching a word or explaining what it means and how it is performed is not enough. Acting out a word or phrase, or playing a story is an effective way to learn. It is essential that the little actors be familiar with details before attempting dramatization. First the teacher should tell the story, and then discuss the facts with some attention as to why people acted as they did. Make use of the normal imagination of this age group for "pretend" props. All speaking lines

should be given spontaneously. Part of the group may present the story and then others repeat it. Simplicity is important. In session seven this device is suggested for unit review. The children should choose the story for they know which one they recall best. The mounted leaflet covers will serve well as reminders. The "Go To Church" suggested on page 36 is role playing, another form of dramatization.

### **Worship Moments**

If the class has made a frieze during Unit A possibly that activity should not be repeated for Unit B. However, the suggestions on page 44 can be well used for presession activity. As the boys and girls arrive provide them with paper and drawing materials. Suggest that they draw pictures of things they see in God's world in the summertime. The conversation between teacher and pupil is what makes such an activity really meaningful. Talk about the wonder of God's creation. Such conversation, whether during presession or later, may lead to opportunities for spontaneous worship. If you are aware of the feeling of awe and wonder which the discussion has inspired use that moment for a short prayer, for repeating an appropriate Bible verse (for example, Matthew 6:26 from les-

son three) or singing a stanza of a suitable song, such as "Father, We Thank Thee." This method will guide the children to understand that true worship is telling God how we feel.

If there is to be a prayer booklet project for Unit B make a sample of this at the quarterly planning session. Decide on the prayers to be used. Even if all the teachers do not want the same prayers the copies can be made in one mimeographing job, and this will make less work for the office.

Lettering on posters and notebooks for kindergarten people should be done in manuscript. Any public school teacher in the primary grades will be glad to show you the principles. Although most of these boys and girls cannot read, getting familiar with this sort of script is good preparation for their learning. Consider this in the preparation of the unit song posters.

### **Kind Hosts and Hostesses**

Thoughts on hospitality from session seven may be transferred to session thirteen when preparing to welcome new class members. The principles of being kind hosts and hostesses are extended further when the teacher and class members pray for those who are being promoted, as well as for those who will enter the class. It is essential



that preparations for the change be started weeks before. It is important that those who are promoted to the primary department leave the kindergarten with a sense of anticipation, and without resentment.

### Readiness

As you talk with the boys and girls about the new class members who will be coming, point out that some may not have attended Sunday school before, and others may be new in the community so that everything will seem strange to them. There should be pleasure in *preparing* for as well as pleasure in *practicing* courtesy and kindness. The hand of welcome is important in the first adjustment for the new members. The suggestions for singing "We're Glad Today" will help the class to gain a sense of unity.

*God's Children Pray* is the title of this quarterly. The spirit of the teacher in talking about prayer will be exceedingly important in what the class learns. Help the children to express their own sentiments in prayer, constantly trying to sense their growth both in thinking and in the expression of their thoughts. Give careful consideration to the suggestions on page 48. Be sure not to make the object of ridicule those children who have not learned to pray.

Did your congregation have special emphasis on Family Week during May? Are you aware of any carryover from that program? Were the family devotional books, "Marks of a Household for God," used in many homes? Do you know if it helped to start the practice of family devotions in any homes? Children of kindergarten age may rouse their parents by guileless suggestions. If the boys and girls invite parents to class for a particular Sunday, during that session bring out the fact that the way one member of a family feels will influence the entire household. Present some thought about families sharing while they think about and pray to God. Help the boys and girls to learn a prayer to say when they are first seated in church. This may guide parents also!

### Desired Outcomes

Have you ever stopped to consider how the individual lessons help to carry out the "Desired Outcomes" listed on page 4 of your Teacher's Guide? The final moments of your planning session may be well spent in analyzing the sessions for this quarter in that way.

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"Around the World" picture sets may be ordered from the Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.

# Helps for Teachers of Primary

by SISTER GERTRUDE HILL

*Based on Christian Growth Series  
Primary II, Summer Quarter*

THAT "Prayer is the Christian's vital breath" is not always understood by either the primary class teacher or the primary child. They may not have fully discovered or experienced prayer as the essence of daily Christian living. In his book, *Prayer*, Hallesby identifies prayer as the breath of the soul thus, "As air enters in quietly when we breathe, and does its normal work in our lungs, so Jesus enters quietly into our hearts and does His blessed work there." In a further discussion of the nature of prayer, Hallesby states that "God has designed prayer as a means of intimate and joyous fellowship between God and man." This fellowship is available to all who will open the door and permit Jesus to meet their physical, mental, emotional and spiritual needs.

During the three years the child is in the primary department, he has three separate unit studies on Christian prayer. Over a year ago, the second and third graders studied the Fall Quarter of Pri-

mary I, Unit B, which emphasized the reality and practice of regular periods for prayer. A few months ago, the first, second and third graders studied the Lord's Prayer, a unit study in the Winter Quarter of Primary II. The aim of that study was to help the child grow in his understanding and use of the Lord's Prayer. Now, in the Summer Quarter of Primary II, the child is to be given opportunities to participate in intercessory prayers, considering those for whom he should pray. In all of these studies the child's prayer experiences are closely related to his daily life.

Thus, teachers and pupils in the primary department may continue to grow in prayer life while studying Summer Quarter Unit A, "For Whom Do We Pray." The purpose of this unit, you notice, is to help each child to experience the conscious joy of talking with God anytime, anywhere.

In Unit A, the seven sessions are devoted to the concern and responsibility in praying for self, for



one's family, for friends and neighbors, for enemies, for people who are different, for the church and for one's country. During this study you may give the child opportunities to compose his own prayers and to practice sentence prayers before the class or department. In addition, you can use the prepared prayer verses and litanies found in the pupil's leaflets.

### **The Child and Prayer**

The lessons in Unit A afford such practical experiences for the child's growth in his prayer life. For instance, the desired outcome for Session 2 is that the child's relationship to his family will be strengthened by a loving and forgiving spirit toward each member of the family. Teachers, use the opportunities of praying for the sick in the church and community, for those who have immediate needs of the Lord's guidance, for the activities of the local church and the church at large, and for those who have responsibilities in the church, community, state and nation. Help the child to understand that all of life revolves around God and His providence for all mankind.

The Teacher's Guide is an invaluable aid to you in lesson preparation. The lesson content and suggestions for developing each of the sessions are helpful to the de-

gree that they are studied carefully and adapted to the needs of each pupil. This is your responsibility as a concerned teacher. By making marginal notes in the Teacher's Guide your attention can be quickly focused upon the various teaching procedures and the related visual materials for the development of each session. The planned lesson is your advance picture of the procedure for a teaching session.

### **Plan Ahead**

Teachers, be sure to note ahead of time the pictures which should be selected and gathered for each session. If the prayer booklet is to be the unit activity, pictures are needed which portray those for whom the children are praying. You will also need to prepare typed or written copies of suitable prayers to be pasted on the page across from each of the pictures. It is rather difficult to find small pictures which are colorful and interesting so it may be well to make the booklet a little larger than suggested in the Teacher's Guide. This should make a very interesting activity as the booklet will be of a personal nature. The leaflet pictures are to be used either in the introduction of the story or as a review after the Bible story has been told.

Two excellent books of chil-

dren's prayers which can be used on the browsing table or as resources for the prayer booklet are: *Prayers for Children* published by C. R. Gibbon & Co., and *I Can Tell God Things* by Robbie Trent. The latter book is especially helpful as it presents thoughts, verses and prayers which are related to everyday experiences in the child's language. The author says that the purpose of the book is "to lead the children to feel that they can tell God anything they wish and He will understand how they feel."

### One Step at a Time

It is possible that, as the children pray the prayers in the leaflets and prayer books, they may discover various ways of addressing the Deity. You will, then, need to make clear to the children that praying to God or the Heavenly Father means the same, for God is the Heavenly Father. Too, the children may use the names God and Jesus interchangeably in their prayers. This is really not confusing to the child for he looks to God and Jesus as the same person. It is wise to delay clarifying the concept of the Trinity until the child in the primary department has additional knowledge and experiences. One of the desired outcomes for the juniors is an understanding of the relationships

and work of the three persons in the Godhead.

An excellent filmstrip which can be used with Session 2 is "Happy Times at Home." This black and white filmstrip depicts the daily life of three sisters, ages 4, 7 and 10. Your church school can purchase this filmstrip from Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minn.

Unit B, "A Boy Who Was Promoted," is also a very practical unit study. It is based on the life of Joseph. The aim of this unit is to help the child realize how Joseph's problems are common problems today, that Joseph's success came as the result of using the gifts God gave him. Some of Joseph's characteristics are: reliance and dependence upon God, faithfulness in serving others, friendliness, trustworthiness, and a forgiving spirit. In this study of Joseph the children should be helped to realize that they, like Joseph, can learn and do God's will.

### Bible Story Books

Joseph's life is a thrilling story to share with the children. The account in Genesis, chapters 37-50, will need to be reviewed carefully so you will be familiar with the biblical basis for the six lessons in Unit B. It will also be profitable for you to read the seven stories of Joseph in *Marian's Big Book of*



*Bible Stories* by Marian Schoolland for help in storytelling. Marian Schoolland demonstrates the advantages of using short sentences and conversation in telling stories to younger children. An excellent book which the children can use for browsing or review of the stories of Joseph is *Bible Stories* by Mary Alice Jones. The illustrations in this book depict some of Joseph's experiences.

The Teacher's Guide stresses the use of the leaflet cover pictures to introduce the Bible story or to review the story in the day's session. The Christian Growth Series Picture Set, Primary II, has two large pictures of Joseph, numbers 16 and 17, which can be used effectively for the worship center or for group study.

There are several suggestions offered in the Teacher's Guide for the related activities in Unit B. You will have to consider which type of activity meets the interest and abilities of the children in your class, as well as the time ele-

ment available for carrying out such activities. Since this is the last quarter of the church school year, consideration might be given as to what could be shared with the other departments on Promotion Sunday or Rally Day, the last part of September. Dramatizing the story of Joseph would lend itself well for sharing at such a time. If that is to be done, plans will have to be made at the beginning of the unit study. The Teacher's Guide outlines suggestions for the procedures in planning, writing and producing a play about Joseph's experiences.

This, then, has been just a brief survey of the summer quarter. As you begin early each week to plan the sessions in detail, you will be challenged by the Spirit's guidance to grow with your pupils in the intimate and joyous fellowship with God.

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*Texts mentioned are available through Augustana Book Concern, Rock Island, Illinois.*

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*Jesus performed miracles only for those who laid themselves open to grave disappointment and mocking by believing in Him.*

—GEOFFREY CLIVE in *The Lutheran Quarterly*

# *Helps for* Teachers of Juniors

by MARY NORDLUND SHUEY

*Based on Christian Growth Series  
Junior II, Summer Quarter*

WORSHIPING God and sharing His blessings are essential to the growth of a Christian. Recognizing this fact and that juniors need a greater understanding of the meaning of worship and of missions, "For Us and For All" is presented to them during this summer quarter.

This is the last quarter of lessons that you will have with your particular class of juniors. Do you remember them as they entered your class last fall, with their individual needs and interests? Have some of these needs been met throughout the year? Using the list of seven desired outcomes given on page 4 in the Teacher's Guide attempt to evaluate the work and progress of the year. Week by week as the juniors have gained more knowledge and understanding of what the Bible teaches, have they grown in their fellowship with God? Is being a Christian becoming real to them as a way of life? Do they attempt to apply to their daily living the Christian

truths that are learned? Are they making use of the leisure hours for reading good literature? We constantly are being reminded of the rapid pace of changes taking place in our world today. As teachers, we are often amazed at the juniors' understanding of the scientific developments. Are they growing in their Christian faith and developing such poise so that they can adjust to these changes with a Christian outlook?

Unit A, "Religion for Us," contains nine lessons dealing with the thought of worship. What is worship? Irwin Paulsen in *The Church School and Worship* states, "Christian worship proceeds on the assumption that God exists, that we have a revelation of Him in Christ Jesus, that He has a will and a purpose for us, that we are to seek not merely fellowship with Him but knowledge of His will, then to make the adjustments His will requires of us. . . . If he apprehends the will of God more clearly, if he is stirred to a deeper

understanding of spiritual reality and responds thereto, he can be said to have had an experience of worship."

Through the study of this quarter's material the juniors should gain a deeper understanding of what worship consists. The book, *Lift Up Your Hearts* by Ruby Lornell, can prove valuable to you and your class. It discusses different parts of the church and the relationship of these parts to the worshiper.

### About Worship

In Session 1 the juniors will learn that worship may be spontaneous or planned for, and that it may occur in times and places other than the usual places for worship. Lead the juniors into a discussion of each section under "What happens when we worship?" Help them to understand how they personally can have the worship experience. It may be of help to them to learn what each letter stands for in the word *worship* as presented in the lesson. Encourage the juniors to participate in private devotions. The suggestions in the Teacher's Guide for group-planned projects may serve as a helpful reminder to each junior. Making a picture collection of churches should whet their interest in church architecture of different generations. Try to find pictures

of some of the world famous cathedrals. Plan how to display these pictures attractively.

The worship theme is continued in Sessions 2 and 3 with the thought of how God comes to us and what we can offer to Him. Help the juniors to realize that the essence of God's love is evident everywhere. Because we are the recipients of this love, we should show love for others by being kind, considerate and thoughtful.

Session 4 deals specifically with the topic of prayer. Acquaint yourself and the juniors with the prayers, collects and litanies found in the hymnal. If possible, make available some prayer books for the age group. One is *My Prayer Book* compiled by Margaret Carlson. Help the juniors to realize that prayers written by others can become their own, when they thoughtfully *pray* and apply them to themselves. Encourage the juniors to write their own prayers.

### Music and Art

The relationship of music and art to worship is discussed in Sessions 5-7. These lessons can be made most delightful and profitable. Acquaint yourself with as many of the hymn writers and artists as possible. Ryden's *The Story of Our Hymns* and Maus' *Christ and the Fine Arts* include several



of the suggested hymns and paintings. Try to secure colored reproductions of all the paintings mentioned in Session 7. They may be available in your local church. Some of these paintings are frequently found on the church bulletins. Do you have a file of such pictures in your church school? "Jesus and the Children" and "Christ in Gethsemane" are found in Beginners I and Primary II of the Christian Growth Series picture sets. Contact your local library or your state traveling library. In most cases the only cost for the service from the state library is the return postage! Check the Augustana Book Concern and other catalogs for available paintings. The Gibson Study Pictures,  $5\frac{3}{4} \times 8$ , can be purchased for 3¢ each. You possibly will find two of the paintings shown in the Study Book under different names. They are No. 9, Fritz von Uhde, "Christ, the Welcome Guest," and No. 11, Flandrin, "Jesus and the Children."

### For a Thrilling Adventure

By doing these "extra" things you will discover that teaching becomes a thrilling adventure. It takes advanced planning and preparation, but the efforts will be rewarded. Let the juniors share in the preparation by doing some of the inquiring and writing. The

more they participate, the more they will be aware of the music and art in their church. Be sure to include the paintings of your church in this unit of study. Thus the messages given by the hymn writers and the artists will add to their worship experience.

### Doctrine for Juniors

The study of the doctrine of the Trinity is well done in Session 8. For your own edification, review again the articles of the Apostles' Creed. Plan to read other resource material on the subject. The foremost of these is the Bible. Using the plan suggested in the Study Book, underline the words which refer to each person of the Trinity in John 10-17. If possible, read the chapters on Trinity in Schramm, *What Lutherans Believe*. He states, "the word Trinity is not found in the Bible, yet the doctrine which bears this name is very plainly taught. This doctrine may be briefly stated thus: There is but one God, yet in this one God there are three distinct persons, the Father, the Son and the Holy Spirit. The word 'trine' also expresses the 'three in one' character of God." Read Isaiah 45:5, 1 Timothy 2:5, Acts 5:3, 4.

Sometime during this unit of study, perhaps it would be possible for the pastor to visit your class to

tell the juniors about his place in the worship service. As a result of this unit of study the juniors' worship experience should become more meaningful to them. They should realize that *sincere* worship results in the worshiper's willingness to grow in Christian living.

Unit B, "Religion for All," gives us the opportunity to get a glimpse into the field of missions. Through the study of these lessons the juniors should be helped to realize that sharing Christ is both the privilege and the responsibility of every Christian.

### A Valuable Source

In Session 10 the "Eagle Books" are mentioned as an inexpensive source of missionary stories for children. Contact your Women's Missionary Society secretary for their price catalog. Check through the list of the "Eagle Books" and also the "Frontier Books." The price of each book is \$.25. They are available from the W. M. S. office at 3939 Pine Grove Avenue, Chicago 13, Illinois, or from Augustana Book Concern. One of the books, "Get Through or Die," a story of David Livingstone, would fit well into this session. The April 1, 1958 issue of LOOK magazine carried an article titled "The Lutherans in America." The article includes several paragraphs about Henry M. Muhlenberg.

(Do you make it a practice of keeping on file helpful information given in the current magazines which can be used in the church school?)

If your church school has a missionary leader, discuss with him this unit of lessons so that the missionary emphasis may be strengthened. He would possibly have on hand materials which could be used in Session 12. A most valuable source of information for Augustana missions overseas and at home is *Augustana Missions, 1958*. If you do not have access to it, write for it to the Boards of American and World Missions, 2445 Park Avenue, Minneapolis 4, Minnesota. Missionary materials are written every year to correlate with the units of lessons in the Christian Growth Series. These packets of materials are available from the W. M. S. office. This year's packet, "Christian Growth Through Sharing"—Junior II, has a well arranged program titled, "Join Hands Around the World," which could be used as a closing service for this unit.

### "Too Little and Too Late?"

In his book, *The Church School*, Paul Vieth writes, "Most of the failures in teaching can be traced to the twin faults of 'too little and too late' by way of lesson preparation." Let's paraphrase that state-

ment and say, "Most of the success in teaching can be traced to the twin virtues of 'plenty and on time' by way of preparation!" In your already busy schedule, plan to "capture those virtues." Read through the entire quarter, making note of the things that you and your class can do. Several weeks before the new quarter is presented in class give the juniors a "peek" into what lies ahead. If it is decided to send for some of the sug-

gested materials, let some of them do the writing.

May you and your class of juniors sense a deepening of your worship experiences and a broadening of your view of service as a result of studying and teaching "For Us and For All."

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*Texts mentioned in addition to the missionary education materials are available from Augustana Book Concern, Rock Island, Illinois.*

## *A Letter to the Editor . . .*

*Dear Pastor Westberg:*

*My teachers have asked me to express to you and your Board their sincere appreciation for the new revised Christian Growth Series. They say it's fine and cannot be equaled. Thanks to all of you for the splendid work that is being done.*

*May God strengthen and encourage you as you continue in His service.*

*Sincerely,*  
*In the work of His Kingdom*  
 GLADYS PETERSON  
 Kingsburg, California



# Helps for Teachers of Intermediates

by ANNETTE JOHNSON

*Based on Christian Growth Series  
Intermediate II, Summer Quarter*

**E**FFECTIVE church membership! What is it? This is the major question toward which the thinking of the intermediates will be directed during the summer quarter in their study of "This Is My Congregation."

## Everyone's Question

Perhaps many church members have not yet found the complete answer to this question. The reason? Perhaps no time or thought was given to it during or has been given to it since the period of their preparation for church membership. The above question is one which deserves serious consideration by every church member and certainly those who are being prepared for church membership. Individuals need to be made aware of their responsibilities before they can become effective members of any group. This requires, of course, more than just talking about them. It must also include active participation in the total program of the church.

This quarter should have special

meaning for those just confirmed or about to be confirmed. If you are teaching intermediates who are attending the confirmation class, consult with the pastor about this quarter. Find out which parts, if any, are given consideration in the pastor's class. To avoid unnecessary repetition, decide which parts each of you will emphasize.

## The Witnesses

Some sessions ask members of the congregation, well acquainted with certain phases of the church program, to serve as resource persons or to talk to the class. For example: sessions three and four can make use of the organist or choir director; session five, the church treasurer; session seven, the church school superintendent or any outstanding lay person; session eleven, a member of the church council. If you plan to use these people, make arrangements with them early in the quarter.

Become acquainted with the Teacher's Guide and Study Book for the summer quarter by reading

over a session section by section, noting the type of information that is given in each. Read through the entire quarter so that you get a complete picture of the course. As you look over the table of contents, you will see that this quarter is an entire unit in itself.

*Aims*—As you study the aims, think about them in terms of what they will mean to your class of intermediates. Decide which ones deserve the greatest emphasis. The length of your class period will determine to a certain extent what can be accomplished.

*Biblical Material*—As you look through the Study Book, you note that there is not as much actual Bible study in this quarter as others. However, each session contains material that should make for an interesting and lively session on matters pertinent to church membership. The Teacher's Guide gives Biblical references for each session. Read these through carefully. They give you the background needed to guide the discussion in the right channels. Some sessions in the Study Book may not have any Biblical references given other than the "Key Verse" and that under the heading, "Bible Reading." Before the class arrives, write the day's "Key Verse" on the chalkboard

or a large piece of newsprint. Keep this before the class during the entire session.

*Facing Our Task*—This is a very important section in the Teacher's Guide. It gives some clues as to procedures and background information that will help in planning each session. Essential teaching aids are also listed in this section.

*Session Plan*—In this section, we find suggestions for introducing the session. The introduction is an important part of each session. It should arouse interest and secure attention. The introduction should lead smoothly into the Bible study or the main part of the session. The best introductions are short and to the point.

The next section headings in the Teacher's Guide coincide with those in the Study Book. As you study and plan, read a section in the Study Book and then the corresponding one in the Teacher's Guide. The Teacher's Guide gives good suggestions for making use of the material in the Study Book. As you read each section underline and jot down points that will help you when teaching.

*For Further Discussion*—Although these questions are near the end of the session, they are not necessarily intended to be used only at the end of the session. Some

are good introduction questions. Others may be used as needed in the Bible study and discussion. The Teacher's Guide gives suggestions for their use.

*Our Bible Reading*—The use made of this section may vary from session to session. If time permits, use it in class as a part of the summary for the day. In some sessions, you may want to use it in connection with the Bible study. If you do not use it during the class period, assign it for reading at home.

*Something to Remember*—The memory work should be read and discussed for understanding in class and then be assigned to learn at home. Encourage the pupils to use the memory work as part of their daily devotions. This will make the memorizing much easier. The pre-session period is the best time to check on memory work.

*Words to Keep in Mind*—Explain these as needed during the course of the discussion.

*Something to Do at Home, Something for the Group to Do*—

These last two sections give suggestions for activities and projects that might be carried out by the intermediates. Some are to be done individually at home. Others are to be done on a group basis. Carrying out these activities and projects will help the

intermediates more fully accomplish the aims for each session and, thus, better understand the meaning of the true church and the privileges and responsibilities of being a church member.

Session one sets the stage for the entire quarter. As stated in the aims in the Teacher's Guide, this session should help the intermediate understand the true purpose of the church and lead him to guiding principles for recognizing the true church. At the beginning of the session, ask each of the pupils to write a statement giving his interpretation of the true church. After the class has read and discussed the section in the Study Book, "From the Bible," ask them again to formulate their statement of the true church. Then have them compare the statement given in the Study Book with the statements they have written.

### A Code for Conduct

Session two is one which may deserve more consideration in some classes than in others. The way in which this session is handled should be determined to some extent by the behavior of the class you are teaching. Be sure that this doesn't become a fault finding session which antagonizes rather than helps the pupils know what is expected of them in church. Let this be a period of constructive criti-



cism in which the intermediates themselves formulate a code of church conduct. Some role-playing or simple skits contrasting proper and improper church behavior will add a little spice to the session and get points across in an interesting way.

Session three offers a good opportunity to acquaint the intermediates with the new *Service Book and Hymnal*. Most churches will probably be using it by the time this session is taught. Before teaching this session it will be important that you familiarize yourself as much as possible with the new service. The colored symbolic chart on Lutheran worship may be helpful for this session. If your church does not have a copy, it may be secured from the Augustana Book Concern in two sizes. The 10 x 8 size is 20¢ and the 5 x 4 size 5¢ apiece or 50¢ a dozen.

### The Congregation Needs to Study

Session seven is one which deserves special consideration by the intermediates. Many young people think that after confirmation they need no longer attend Sunday school or even church. This is a good time to impress upon the intermediates the importance of continuing their Christian education beyond confirmation. This means, of course, that the church must do

its part by providing classes for those beyond confirmation age. Invite an outstanding member of the congregation to attend the class and talk about the importance of continuing one's Christian education.

### Fellowship and Service

In session eight, help the pupils see that, while the central activity of the church is worship, the church must have those who will serve and help carry on the work of the church. Help the intermediates see how *they* can help in carrying on the work of the church. Have them list the ways in which *they* can serve the church. Intermediates are at an age when they like to belong to groups. Organizations should be provided for them which not only will give them Christian fellowship, but will give them an opportunity to participate in some of the activities of the church. Giving them an opportunity to serve the church now will help keep them interested and active as adult church members.

Session thirteen is a review session. The section, "Pattern for Churchmen," will provide a good review of the quarter. As the quarter is brought to a close, impress upon the intermediate that the role he plays in the congregation is important not only tomorrow but *today*.

# Helps for Teachers of Seniors

by ANNETTE JOHNSON

*Based on Christian Growth Series  
Senior II, Summer Quarter*

AN interested, active church member or an indifferent one, which shall it be? The senior has reached a period in life when he is beginning to make decisions for himself. The answer to the above question will very likely be determined during the few years following confirmation. The summer quarter, "The Expanding Horizons of the Church," is planned to challenge the senior to make the choice of being an *active church member*.

This quarter is a follow-up of the winter quarter, "Getting the Most Out of the Service." You will recall, it is concerned with deepening the appreciation of the senior for the services of the church. This one is directed toward helping the senior appreciate what the church does for him and what he can do for the church on both a local and world wide basis.

Read both the Study Book and the Teacher's Guide through carefully at the beginning of the quar-

ter. The Teacher's Guide gives some good suggestions on how to approach each session and information that will help in guiding the discussion.

*My Congregation at Work* by Stauderman and a small booklet, *This Is Your Church* by Sandgren contain information which should be helpful. These are available from Augustana Book, Rock Island, Illinois.

This quarter is best suited to the discussion method, but *vary* how it is used from session to session. Try using buzz groups, circular response, panels or maybe even some brainstorming. If you are not familiar with some of these techniques, look up some information about group dynamics in your church library or the public library. A booklet on group discussion techniques which you should find helpful is "You Can't Be Human Alone" by Margaret Kuhn and published by the National Council of Churches. This booklet may be purchased for 40¢ from

the National Council of Churches, Division of Christian Education, 120 East 23rd St., New York 10, New York. In some sessions group interviews and reports could be used to advantage.

This quarter consists of two units. Unit A, consisting of the first five sessions, is primarily concerned with how the church serves its members through the local congregation.

Introduce the quarter by having the seniors briefly consider the significance of the title of the quarter. Horizons should not be a new word to them, but its usage here may need to be clarified. Go over the table of contents with the seniors so that they will get an overall view of the quarter. Giving the seniors an opportunity to formulate some objectives of their own will be worth the few minutes it will take.

### **The Foundation**

Each session is based on the Bible, but a few sessions in the Study Book have no Bible references given since there is no actual Bible study in connection with these sessions. Biblical references are given for every session in the Teacher's Guide. Read these carefully as they should form the basis upon which the discussion is built.

The material covered in session one should not be new to the sen-

ior, but it will establish the foundation for the entire quarter. The Bible study will review for the seniors the true meaning of the church, reminding them that the church is built on the Word and Sacraments. This session should also jog the senior's memory that it is upon this Word and Sacrament that the Lutheran church rests.

### **Broaden the Concept**

The senior's concept of the pastor's work may be limited to that of preaching and of teaching the confirmation class. Session two should make them more aware of the many ways in which the pastor serves the members of the congregation. At the beginning of this session, ask the seniors to list as many ways as they can think of by which the pastor serves the congregation. As the discussion progresses, add to this list. If it is possible for the pastor to attend this class session have the seniors make arrangements for a planned interview with him in regard to his duties. If the pastor is unable to be present during the class session, a group of seniors should interview him sometime before this session. Encouragement should be given to the senior to call upon the pastor when spiritual help is needed.

Session three should arouse



much interest and comment from the senior since it is concerned with the plans of the church for its children and youth. If your class is large enough, this is a session that could use a panel discussion for variety. After a general discussion on ways in which their church now serves the children and youth, the panel can discuss ways in which their church can further serve them. There is no actual Bible study in this session; but the two sections, "Beginning with the Baptismal Font" and "The Altar As the Center of Life," should point up to the senior the recurring cycle of the Christian life.

### A Witnessing Church

The emphasis in session four is on the church and its witnessing ministry. The senior should already have quite a good understanding of the first aim given in the Teacher's Guide. You will probably want to place more emphasis on the second aim: "To encourage the senior in fulfilling his own responsibility as a participant in the witness of the church." This session hinges around the two guides for witnessing by the Lutheran church—the *Bible* and the *Catechism*. This session will afford the senior an opportunity to review part of the *Catechism*. Copies of the *Catechism* should be available for use during this session. The

sub-topics in the Study Book correspond to the regular order of the five parts of the *Catechism*. Assigning these topics and the five Bible references to buzz groups will make it possible to put more emphasis on these sections. Using the *Catechism* as an outline of the witness God wants the church to give the world, ask the seniors to list specific ways in which they can witness for the church.

### A Fellowship of Believers

Unit A concludes with a session directed toward helping the senior realize that *he* is the church and *everyone* who is a member *is* the church. Most seniors have studied some physiology and should find the comparison that Paul makes of the human body and the church especially thought provoking. Having in the class room a large picture similar to the one at the bottom of page 24 in the Study Book should help create interest in this session. Place this picture so that the seniors will see it as they come to their class. Since a number of Bible references are given for the Bible study, probably the best way to handle these will be through the use of buzz groups. This session should prepare the senior for the next unit by helping him to see, as stated on page 25 in the Study Book, that the Christian does not live to himself, but is a part of a

larger fellowship, the church.

Unit B consists of seven sessions which focus on the ways in which the church member can serve the church. Lesson six is still devoted to the local situation, but lesson seven and the succeeding sessions take the senior into the broader reaches of the church.

### Ways Seniors Can Serve

Since considerable time was spent in study of the worship service during the winter quarter, the stress in session six should probably be mainly on the need for workers in the church and a consideration of the ways in which the members can serve the church. The senior sometimes does not have the feeling of being a member of the church because he is often not given much responsibility in the affairs of the church. Giving the senior some responsibility will create greater interest in his being an active church member. Have the seniors make a list of ways in which they think they can serve the church. The need for church school teachers should not be overlooked, but it is better that the emphasis in this session be on the importance of preparing for church school teaching just as for any other kind of teaching. Seniors are often anxious to teach, but they will make far better teachers if encouraged to remain in a Bible

class at least until they have finished high school.

Sessions seven and eight are planned to acquaint the senior with the general church body. This will include the organization of the synod plus the broader work of the church, such as missions, educational institutions, hospitals, care of the aged, etc. Stress in these sessions should be on the need for full time Christian workers to help carry on these phases of the work of the church. Do not fail to place some emphasis upon the fact that funds are required to carry on the work of the church; and that every church member has a definite responsibility in helping to provide these funds. THE LUTHERAN COMPANION, *Augustana Church Minutes* and the *Augustana Annual* will be good resource material for these sessions. An article about the 1958 Augustana Synod meeting will appear in TEEN TALK in late July. Call the attention of your seniors to this article.

### Our Work Through NLC

Sessions nine and ten present a still broader view of the work of the Lutheran church through the National Lutheran Council. Session nine covers the work done by the Council in the past and the way in which the congregations have contributed to Lutheran World Action. Session ten deals

with the work of the Council at present and the work of the N. L. C. after both wars. The seniors will very likely know little about the postwar help mentioned in the Study Book. While some reference should be made to this work, it will probably be better to put more emphasis upon the work it is doing at present. THE NATIONAL LUTHERAN, the magazine published by the National Lutheran Council, will provide helpful information for these sessions. If you do not have copies of your own, perhaps you can secure a copy or copies from your pastor.

#### L. W. F.

Session eleven goes a step farther in helping the seniors become familiar with the broader horizons of the church. The emphasis in this session is on the Lutheran World Federation. After spending some time on the material in the Study Book, find out how aware the seniors are that the last assembly of this group was held in 1957 in Minneapolis, Minn. If any of the seniors or any member of your congregation attended any of the sessions ask them to give some personal glimpses and highlights of the Federation Assembly. A sound movie on the 1957 Federation Assembly may be secured from the Audio-Visual Service of the Augustana Lutheran Church, 2445

Park Ave., Mpls. 4, Minn. While the film is too long to show during a class period (running time, 45 min.) it could be shown at a League meeting soon after this session. August and September 1957 issues of THE LUTHERAN COMPANION are full of excellent articles on L. W. F.

#### The World Council of Churches

Session twelve brings this quarter to the widest horizon of today's church, that of world Christianity through the World Council of Churches. Bring this session up-to-date by adding to it information on the 1954 Evanston Assembly. Such information may be obtained from the World Council of Churches, 156 Fifth Ave., New York 10, N. Y. A few examples of such material are as follows: The World Council of Churches—What It Is and What It Does—25¢ each; Evanston Scrapbook—events and sidelights of the Assembly held in Evanston, Ill., 1954—50¢ apiece, 35¢ in quantity; Evanston Highlights—black and white film on the Evanston Assembly—rental \$3.00.

Session thirteen is a summary of the entire quarter. In planning for this session, re-read the quarter aims given on page 5 in the Teacher's Guide. You will also want to refer back to pages 4 and 5 in the Study Book.



## *Audio-Visuals for Use with the Christian Growth Series*

► July, August, September 1958

**I**NCREASED creative use of audio-visuals in our Sunday schools is encouraging. By this we mean the wide acceptance of teacher planning, closer co-ordination between the lesson and the selected audio-visual through many differing techniques; and the willingness to experiment.

Up to this time we have only listed those items which seem relevant. With the next issue of this service we hope to take the next logical step—and give you more help in creative use. This will be done by cutting down on the number of items listed and expanding the suggestions for use by units. Thus for the first quarter work in the new educational year (October, November, December, 1958) you will have more adequate help on how to get the most out of your audio-visual.

To keep up with new audio-visual items get the expanded **INTERNATIONAL JOURNAL OF RELIGIOUS EDUCATION** (257 Fourth Avenue, New York 10, New York) which will cost you \$4 an-

nually but will be worth it for the evaluations of new audio-visuals alone!

You will want to secure the new Augustana "Catalog of Audio-Visuals" (to be ready sometime this summer), the Religious Film Libraries' "Guide to Films," and SVE's "Protestant Religious Filmstrips, Slidesets, and Equipment," all available from Augustana Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota.

All films and filmstrips are available directly through Augustana Audio-Visual Service. In addition, most films are available through the fourteen outlets of the Religious Film Libraries. Check their "Guide to Films" for the location of the outlet nearest you. All items listed are in color unless noted (b&w).

### **PRIMARY II—Summer Quarter** **OUR PRAYERS AND JOSEPH'S STORY**

Session 2—We Pray for Our Family  
Fs—*Happy Times at Home*, 30 frames, b&w, script, \$2.50.

Session 5—We Pray for People Who Are Different

Sfs—*Chuckie Chipmunk*, 15 minutes, script and LP record, \$7.50.

Session 8—The Favorite Son

Fs—*Joseph Sold Into Egypt*, 33 frames, script, \$5.

Session 9—A Fine Servant

Fs—*From Palace to Prison*, 28 frames, script, \$5.

Session 10—From Prison to Palace

Fs—*Joseph's Dreams Come True*, 30 frames, script, \$5. (Can be used for Session 11 also.)

F—*You Can't Buy Friendship* (Family Films), 13 minutes, b&w, \$5; color, \$8.

Session 11—Joseph the Governor

Fs—*Joseph's Dreams Come True*, 30 frames, script, \$5.

Session 12—The Forgiving Brother

Fs—*Joseph Makes Himself Known*, 32 frames, script, \$5.

Session 13—Doing Our Best At All Times

F—*Tokens of Love*, 13 minutes, b&w, \$5.

Sfs—*Bruno the Beaver*, 13 minutes, script and LP record, \$7.50. (Humorous approach to parable of the laborers in the vineyard.)

Sfs—*House of the Wren*, 13 minutes, script and LP record, \$7.50. (On the message of the parable of the builders.)

## JUNIOR II—Summer Quarter

### FOR US AND FOR ALL

Session 1—Places and Ways of Worship

Fs—*Sabbath in Capernaum* (SVE), 26 frames, guide, \$6.

Session 3—What We Can Offer to God

Fs—*Sunday Around the World*, 41 frames, guide, \$6.

Session 9—Worship Calls Us to a Pure Life

F—*Sharing Is Fun* (Family Films), 13 minutes, b&w, \$5; color, \$8.

## INTERMEDIATE II—Summer Quarter

### THIS IS MY CONGREGATION

Session 5—Gratitude in Offerings

Sfs—*A Tip or a Talent*, 45 frames, color with LP record, \$10.

F—*Split Level Family*, 29 minutes, b&w, \$8; color, \$12.

F—*The Secret of the Gift*, 40 minutes, b&w, \$8; color, \$12.

## SENIOR II—Summer Quarter

### THE EXPANDING HORIZONS OF THE CHURCH

Session 2—Through the Ministry of My Pastor

F—*In His Name*, 40 minutes, b&w, \$10. The story of a pastor and his growing church.

Session 3—Through Its Plan for Youth

Sfs—*Measure of a Man* (Youth Audio-Visual Kit), 78 frames, 16 minutes, with LP record and guide, \$15.

Session 4—Through Its Ministry of Witnessing

F—*Missionary to Walker's Garage*, 30 minutes, b&w, \$9.

Session 5—By Making Me One of the Church

Sfs—*How Wide Is Our Circle?*, 50 frames, b&w, with LP record, \$10.

Session 9—Through the National Lutheran Council

F—*Harvest of Years*, 40 minutes, b&w, history of the Lutheran Church in America, \$10.

Session 10—Through the National Lutheran Council

F—*The Long Stride*, 30 minutes, b&w, \$2.70, rental.

Session 11—Through World Lutheranism

Fs—*Minneapolis, 1957*, review of the Lutheran World Federation Assembly, \$2, rental.

Session 12—Through World Christianity

Fs—*The Move Toward Wholeness* (SVE), 34 frames, guide, \$6.

## ► Article Six: Motivation

## Learners All

by GERHARD H. DOERMANN

THIS last article of the series deals with a subject that would take many hundreds of pages instead of three, even though it is not really understood, and is often completely neglected in Christian education. That subject, motivation, is of extreme importance. For without adequate motivation little learning (perhaps no *true* learning) will take place. Recall how important interest and attention and vital participation in the learning experience are! These are all a part of motivation in the larger sense. We might even call motivation another aspect of the same factors, or a summation of these factors in the learning experience.

It may be in place to recall here also that learning is an activity. And no activity takes place just because of knowledge. A person does not act in a given way simply because he *knows* he ought to. He must *want* to act. This adds the emotional dimension of personality. A right attitude plus knowledge leads to action. We must, to be

effective teachers, help our learners to desire to learn.

## What Is Motivation?

While there are many definitions of motivation, none of them gives us complete understanding. It might be called "the driving force within a person which causes him to act." One author\* calls it "an inner purpose based on felt need." In one dictionary we find that motivation is called "that which incites to motion or action." What is this "that which"? It is compounded of many things.

One of the compounds, perhaps the originating compound for motivation, is a person's need or several needs. Note the second definition in the paragraph above. Sometimes these needs of a person are in conflict. I may feel the need for a rest at the same time that I feel the need for food. Which will win out? Again it may be an innate need that is present at the same time a conflicting acquired need is felt. Which will win out? A physical need may conflict with a spiritual need. The desire to

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\* Eavey: Principles of Teaching for Christian Teachers.



please God by paying attention in class may come into conflict with my need for rest, or activity of a physical nature. Which will win out?

One thing is certain from even this brief consideration: no motive is an unmixed motive. It is always compounded of many things, and is usually a modification (or a compromise) between conflicting or at least concurrent needs. When we realize this, it helps us to be patient with our learners, and we can only marvel that more persons do not act more "mixed-up" than they do. But what has been said here demands that we pay a little more attention to needs.

### Needs

At one time physical needs were called instincts, then drives, and urges. Regardless of the name, there are personal needs or drives that are not physical. There are three classes of needs with which all people are born: *physical, mental, spiritual*. The need for food is an example of a physical need. The need for achievement and satisfaction is an example of mental need. Spiritual need is exemplified by the universal need for communion with and dependence upon higher power.

These, too, are often indistinguishable and are "mixed" needs. A learning task well done in the

church school may meet the learner's need for satisfaction, but the satisfaction may be a compound of pleasing self (a mental need) and pleasing God (a spiritual need). At the same time he is involved in meeting the need for rest, and realizes that he can rest as soon as the task is finished.

A second breakdown of needs is that of *innate* and *acquired* needs. To make this as simple as possible let us illustrate first by means of a physical need. The need for nourishment is innate. We are born with it. The need to satisfy hunger with a particular food is acquired. The need for worship of a higher being (to illustrate in the spiritual realm) is inborn or innate. The need for liturgical worship is acquired.

Acquired needs are often called "tastes." We find them in all three areas of needs. Think of taste in art, home decoration, literature, and music! Perhaps these can be classified as *mental* needs. The ideals of a person are acquired, but these are perhaps a combination of mental and spiritual needs.

A third organization of needs is possible, and from the teaching viewpoint perhaps the most important. That is the division of *felt* and *unfelt* needs. Some needs, when felt, are readily recognized, and the motivation to satisfy these needs is quite spontaneous. Some

needs are unfelt, and while they play a hidden role in motivation, it is difficult to recognize them and more difficult to utilize them in the teaching-learning situation.

When a person feels a need for "something," but it is a need hidden from him, what can be done about it? When a learner feels no need for that which our culture or our religion considers important, what can be done about it? Perhaps one of the most important functions of a teacher is to recognize felt needs, to use them and modify them by helping the learner to recognize other related or conflicting needs and make an intelligent choice between them or blend them to a common purpose. It is also the teacher's task to help the learner develop a sense of need for that which he may not feel a need at the moment, but which we recognize as important and vital! A parent must do the same thing when he develops a sense of need for cleanliness in his offspring. So why should a teacher of Christianity hesitate to develop a sense of need for Christ, the Savior, by helping the learner to realize his sinfulness and need for redemption?

Space does not permit going into the subject of heredity and environment, important as this may be. Innate needs are part of our heredity. Acquired needs grow out

of our environment. This must be said, that while we cannot change our heredity, God can! At least in one area of life He does so. You and I cannot change our inherited sinful nature, nor can we effect this change in our learners. But God can! He does so through His regenerating power, the power of the Holy Spirit working through the means of grace. And often He also uses us, sinful and weak though we are, as instruments to channel this grace to others. But our chief task as teachers is *to cultivate and nurture the new life in Christ*, to help the regenerated person to "grow in grace and in the knowledge of our Lord Jesus Christ."

Understanding the nature of growth, both mental and spiritual, knowing our learners, what they are and what they can become, these provide us with skills *to lead them effectively* and in harmony with their law of being in the way of Christ. May this brief review or introduction to the nature of Christian learning whet our appetites for more and more knowledge and understanding of those whom we are to guide in Christian growth, so that we may be growing learners ourselves, and increasingly effective instruments in the hand of God. We are workers together with Him, for to this task He has called us.